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By-Jung, Charles; And Others

Appendix N. Implementation of the RUPS System in a Total School District.

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The implementation in a school district of the Research Utilization and Problem Solving (RUPS) System is demonstrated. RUPS is an instructional system for an inservice program designed to provide the needed competencies for an entire staff to engage in systems analysis and systems synthesis procedures prior to assessing educational needs and developing curriculum to meet the needs identified. Thirteen instructional problems (or instructional subsets) necessitating research utilization and problem solving skills are delineated: identifying a problem, using research about the classroom, diagnosis using force field technique, diagnosing teamwork relationship, data gathering skills, selecting tools for data collection, spotting the major results in data, anchored trainer ratings, the concept of feedback, deriving implications and action alternatives, planning for action, small group dynamics, planning for action practicum. Instructional/learning objectives and product performance specifications are provided for each instructional subset. Where appropriate, instructional strategy steps and materials are also specified. This document and SP 002 155-SP 002 180 comprise the appendixes for the ComField Model Teacher Education Program Specifications in SP 002 154. (SG)

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APPENDIX N--IMPLEMENTATION OF THE RUPS SYSTEM IN A TOTAL SCHOOL DISTRICT

Dr. Ed Holden, Superintendent
Atascadero Unified School District
Atascadero, California

Charles Jung
Rene F. Pino
Robert E. Corrigan

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Institutions and Agencies by the
Northwest Regional Educational Laboratory
400 Lindsay Building
710 S. W. Second Avenue
Portland, Oregon 97204

SP002168

IMPLEMENTATION OF THE RUPS SYSTEM
IN A TOTAL SCHOOL DISTRICT

Charles Jung
Rene F. Pino
Robert E. Corrigan

Instructional Subset: 1	Instructional/Learning Objective:	Product Performance Specification:
IDENTIFYING THE PROBLEM Function: Teacher trainees are presented an instructional sequence which is designed to provide each trainee the capability of identifying and deriving appropriate criteria for preparing a concise statement of a problem based on a strategy for analyzing and stating problem communication requirements; and which are applied through "listening and saying" exercises.	I. PLANNING OBJECTIVE Given selected instructional materials, a tape presentation of Mrs. Jones's problem, and guided discussion between members of each triad, each trainee will be able to state a self-selected problem clearly specifying criteria to be included in stating his problem. II. TEAMWORK OBJECTIVE Given an orientation stating the principles and rules for "listening and saying" each trainee can correctly demonstrate these principles in "listening and saying" exercises.	I. PLANNING OBJECTIVE Criteria to be included in statement. 1. Who - is causing the problem 2. Who - is affected by it 3. Goals - statement of the "whats" which are required to reduce or solve the problem 4. Problem Classification - what type of problem is involved a. Self b. Other c. Organization d. Society

(Subset 1) Product Performance Specification: (con't.)

5. Research - What data sources to clarify problem.

II. TEAMWORK OBJECTIVE (INTERIM)

No recorded measure demanded (Observation and correction only by instructor or observer).

Instructional Strategy Steps and Materials

	ORIENTATION (Subset 1)	RATIONALE
10	Introduce the two themes of the classroom problem solving (CPS) design 1. Try out a problem solving process by helping Mrs. Jones 2. Try out some ways of increasing team-work skills.	start to clarify an expectation of two kinds of work.
5	Mrs. Jones is a good 5th grade teacher, but has a problem with her class this year. She has heard you learned some skills at Atascadero and has come to you for help--play the tape of Mrs. Jones'(not the kids yet).	this is the first bit of data which will probably not be heard by many--in repeating it as the design moves along, the use of data versus assumptions will be raised.
5	Form the total group into trios within groups of 9 which will work together the rest of the weekend.	research has shown that teachers who are innovative tend to see one or two others with whom they have good helper-helpee relationships.
5	Trios meet briefly to get data to introduce each other in their small group throughout the weekend.	
2	Listen to tape of Mrs. Jones' and the children this time.	the simulation provides a context for trying the problem solving and teamwork

ORIENTATION (Subset 1) (con't.)	RATIONALE (con't.)
5 Trios discuss what they think might be the problem in Mrs. Jones class.	building skills--the emphasis is not on the simulation, but rather on the skills and future back home applications.

Instructional Strategy Steps and Materials

	IDENTIFYING THE PROBLEM (Subset 1)	RATIONALE
10	Input on the four questions for writing a clear problem statement as in pages 1 & 2 of the "Force Field" paper No. 1	skill of writing a clear problem statement with goal is critical to later stages of problem solving--need it especially in order to be able to use the force field technique.
10	Listen to Mrs. Jones and the kids and write a statement of the problem as you hear it--statement should satisfy the four questions, especially have a goal	
5	Staff demonstrates and explains the "repeat what I said to my satisfaction before you can talk" exercise. Distribute guide 1A	get the idea here quickest by seeing someone else do it.
5	Trios do the "repeat before you talk" exercise	
10	Staff interrupts to give the "repeat before you talk" instructions again and trios continue with the exercise	usually you find most trios don't follow the instructions until interrupted briefly to repeat the ground rules.
10	Input to explain the round robin trio exercise on listening-saying skills and demonstrate how it works. Distribute observation guide 1B	a brief demonstration by the staff seems needed.
50	1 helper 1 helpee 1 observer Do it three times so everyone gets to be in each role. Task is to help the helpee clarify his problem statement. Observers are told	the inputs to the observers and their subsequent feedback reports get people started on being aware of--and beginning to practice--their specific teamwork

IDENTIFYING THE PROBLEM (Subset 1) (con't.)

what to observe for--be like a candid camera in the way you report back your observations. Observer instructions:

> Round 1. Observe the helper--is he listening? Note nonverbal as well as verbal clues! Is he asking the helpee to repeat--to give illustrations--to clarify? Is he repeating what he heard to see if he's getting it right? Does he seem to understand?
>
> Round 2. Observe the helpee--is he being clear? Does he take time to clarify? Is he using words and terms that are understood? Is he being direct and to the point? Is he checking to see what the other has heard? What nonverbal clues is he giving?
>
> Round 3. Observe both--are they really following each other? Are they really listening? Are they maintaining the continuity or jumping from one thing to another? What kind of nonverbal clues are being communicated. Are they checking for understanding? Are they doing the job of clarifying the problem statement as asked?

On each round, about 8 minutes of helper-helpee interaction--staff interrupts and observers report--all three discuss the report for 6 or 7 minutes--then switch roles and start the next round.

RATIONALE

skills. We call this a "structured process input." This kind of design also gets them started on being helpers to each other in improving their teamwork skills as opposed to relying on the staff for this kind of intervention.

Instructional Subset: 2	Instructional/Learning Objective:	Product Performance Specification:
USING RESEARCH ABOUT THE CLASSROOM Function: When trainees are presented research findings about classroom conditions they will be able to use these new data dimensions to more clearly state their specific problem; and to understand the need for the use of research data as the basis for problem definitions through "listening and saying" skill application.	I. PLANNING OBJECTIVE Teacher trainees being given a set of research findings, the lecture on the implications of research data and given triad discussion will have successfully used research principles and data when each has: 1. Identified a research finding which speaks to the problem or issue he has identified. 2. Clarified it and has tested his perception of relevance with others in his team. 3. Rewritten his statement of the problem which includes his new finding.	I. PLANNING OBJECTIVE A. Restatement of Problem 1. Statement of problem with all criteria in 1-A being presented while including new research findings (where applicable). 2. Correctly stated oral communications to others in his team 3 or 9 regarding the significance for using and locating additional research data for better definitions of problem, goals, type, etc. II. TEAMWORK OBJECTIVE A. Demonstrated Oral Communication techniques appropriate to role of: 1. Helper - direct

(Subset 2) Product Performance Specification:

II. A. Demonstrated Oral (con't.)

analysis "saying" process.

2. Helpee - directing synthesis "listening" process.

B. Process Steps

1. A clear statement of the problem by the sender in order to insure complete understanding.

2. Careful listening by the listener in order to capture the meaning intended by the sender.

3. Paraphrasing by the listener in order to satisfy the sender to demonstrate understanding with accurate confirmation.

4. Restatement by the sender of the message in the event that there is a lack of understanding.

(Subset 2) (con't.) Product Performance Specification:

II. C. Listening Steps

1. Restate what he has heard, paraphrase.

2. Ask for confirmation as to whether he "heard" correctly.

3. Ask for examples or illustrations for expansion.

4. Ask for definition of terms where appropriate.

D. Saying Steps

1. Ask for a measure of understanding by "listener" after a statement.

2. Initiate illustrations and/or examples as appropriate.

3. Provide correct definitions as appropriate.

4. Keep discourse on track - redirect if necessary.

	USING RESEARCH ABOUT THE CLASSROOM (Subset 2)	RATIONALE
2	Listen to Mrs. Jones and the kids	
5	Individuals read paper on "Classroom Conditions" - Paper #2	first opportunity for retrieving research as an influence in identifying issues in a problem situation.
5	Discuss the research findings in the paper for any needed clarifications	
2	Listen to Mrs. Jones and the kids	there is some jargon in this paper that people will need help with. Listening to tape again should yield hearing things that were not spotted.
10	Individuals rewrite their statements of the problem considering the research findings	
60	Trios do round robin of helping each other further clarify problem statements. One trio in the center while the other two trios observe. Members of the center trio each have 4 minutes to get help from the other two. Then staff interrupts and observers give feedback report. Two observers watch helpee behaviors, two observers watch helper behaviors, two observers watch interaction. Distribute observer's guide 1D Helpee observer: look for how clear helpee is. Does he tell the helper how he wants to be helped--argue with me--tell me what you have heard--ask me questions? Does he tell the helper what was and was not helpful?	this is a chance to work on teamwork skills. Is a continuation of building trio relationship plus a step toward building of a norm of helpfulness within the total small group.

USING RESEARCH ABOUT THE CLASSROOM (Subset 2) (con't.)

Helpers' observer: look for whether helper really pushes for clarification--asks for more illustrations--asks helpee to be more specific--lets helpee know when he is getting things clearly--is being supportive, not just-being-nice.

Interaction observers: watch for times when someone does or says things that cause another to become actively involved and things that cause another to become less active and withdrawn.

At the end of feedback the next trio gets in the center and procedure is repeated.

Instructional Subset: 3	Instructional/Learning Objective:	Product Performance Specification:
DIAGNOSIS USING FIELD FORCE TECHNIQUE Function: When trainees are presented a detailed explanation of the principles and technique of the field force method they will be able to specify these principles correctly; to apply them correctly (interim level) and to state the merits of these general principles of objectively defining and diagnosing of a problem.	I. PLANNING OBJECTIVE Given a set of instruction materials, a comprehensive lecture, triad discussions and the tape on Mrs. Jones, each trainee will be able to produce a force field analysis of Mrs. Jones' problem and compare his with Mrs. Jones' force field.	I. PLANNING OBJECTIVE Force field model includes 1. A statement of Mrs. Jones' problem applying 1a and 1b criteria. 2. A listing of forces (for and against) in the proper location on the analysis form.

	DIAGNOSIS USING FORCE FIELD TECHNIQUE (Subset 3)	RATIONALE
10	Input giving an illustration of how the force field technique works (smoking).	the smoking illustration is good because you can be very specific about a goal and is easy to get group participation in thinking up forces.
10	Individuals write out a force field on the goal they think Mrs. Jones should be striving for.	
10	Receive "Mrs. Jones Problem" Paper #3 and discuss it in small group. Point out that her problem statement and force field should not be considered the "correct" one. The individuals in the groups probably have done a better job. This will be true every time there is a handout on Mrs. Jones' problem. Don't get boxed into defending the handout. material.	the simulation is only important as the context within which to learn about and try out the problem solving skills. The content of the simulation (i.e. Mrs. Jones' problems) is not what you want them to learn about. Therefore, you don't need to elaborate it or get hung up in defending it.
10	Input on the problem solving process handout sheet and the fact that a second theme of the workshop is building teamwork skills (the problem solving steps are discussed on pages 1 through 4 of "Force Field Paper."	this first look at the overview of the problem solving process is given at this time because when given earlier it does not seem meaningful to people. On the other hand, gradually getting this model clearly in mind as they go through the steps is a major objective of the workshop.

Instructional Subset: 4	Instructional/Learning Objective:	Product Performance Specification:
DIAGNOSING TEAMWORK RELATIONSHIP Function: To provide focus and insight for trainees applying the force field technique and interactions through trial discussion in order to diagnose: A. The forces (for and against) which affect the efficiency of the interaction between members of a team 3 or 9. B. To use these data to resolve negative forces allowing more efficient interaction and development of helper and helpee skills.	I. PLANNING OBJECTIVE Given prior analysis principles defining (a) force field techniques, (b) listening and saying principles, and (c) helper and helpee role requirements, each trainee, based on data accumulated through the triad interaction will be able to successfully produce a force field analysis model defining the triad interaction situation. II. TEAMWORK OBJECTIVE Given opportunity for more directed interaction using field force model prepared by members of triad, each member will demonstrate a significant advance in his behavioral responses indicating 1. greater openness 2. greater permissiveness resulting in 3. selection of more relevant data, greater flow of data.	I. PLANNING OBJECTIVE Force field model specification A. Problem statement applying 1a criteria B. Listing of forces (for and against) II. TEAMWORK OBJECTIVE A. No recorded measure demanded B. Correction and/or reinforcement by instructor.

DIAGNOSING TEAMWORK RELATIONSHIPS (Subset 4)	RATIONALE
3 Input explaining each person is to do a force field on forces for and against maximizing his teamwork relationships with the other two in his trio. Say they'll be shared.	working toward building norms of openness and feedback in the context of being helpful. It's important to state that these will be shared so that people feel free to pick and choose what they want to be open about rather than being caught by surprise.
5 Individuals each do a force field to share with the others in the trio.	
2 Input of letting others help you gather data from yourself.	the idea here is to raise the awareness that people usually have more good data within themselves than they get at. Letting others help you "interview yourself" so to speak can result both in getting more out and also testing the objectivity of what you are coming up with.
5 Individuals review the force field he just wrote out--consider which of these forces you would especially like the other two to help you talk about and get more data from yourself to become more clear about.	
45 Trios do round robin in sharing their force fields and helping each other get out more data on what each meant. One person gets data from the other two for 15 minutes. Then switch to the next until each has been helped.	

Instructional Subset: 5

DATA GATHERING SKILLS

Function: Having been given a knowledge of and interim skills in designing a force field model including a definition of forces (for and against) the trainees are provided principles and techniques for ranking, rating and weighting forces applying measurement criteria. In conjunction trainees are provided models for posing relevant questions specific to data gathering requirements.

Instructional/Learning Objective:

I. PLANNING OBJECTIVE

Given a set of principles for ranking, rating and weighting forces and criteria for posing relevant questions for data gathering each trainee will produce:

A. The rating and ranking of forces for Mrs. Jones' problem.

B. Two (2) questions related to one (1) force to be directed to Mrs. Jones' students which provide relevant data for clarifying the force dimension.

II. TEAMWORK OBJECTIVE

Applying "helper" and "helpee" skills applications, triad members will list the relevancy of questions posed in terms of significance of data gathered or to be gathered in terms of better definition of forces in question.

Product Performance Specification:

I. PLANNING OBJECTIVE

A. Correct rating applying criteria of:

1. Strength - resistance to change (easy - hard)

2. Clarity - evidence base for validity

3. Potency - influence or significance (weighting)

B. Correct ranking applying criteria of measurement, obtained from rating scale:

1. Numerical ordering representing priority according to numerical weighting (positive or negative).

C. State forms of questions as:

(Subset 5) Product Performance Specification:

I. PLANNING OBJECTIVE (con't.)

C. 1. True - false
2. Multiple choice
3. Completion
4. Rating scales for deriving data

II. TEAMWORK OBJECTIVE

A. No recorded measure demanded.

B. Correction and/or reinforcement by instructor.

DATA GATHERING SKILLS (Subset 5)	RATIONALE
5 Input on using the force field to figure out what data to collect. Rank order the forces in terms of their importance (e.g., change in this force would cause most movement in the entire situation). Rate each force in terms of how easy or hard it would be to change. Rate each force in terms of how clear you are that it really is a force. "Force Field--" paper (pages 4-8) Paper #1.	demonstrates the use of force field in identifying data that is needed in the diagnostic work. (ranking and ratings will later be important in identifying the specific points where the change effort should focus.)
10 Individuals do ranking and ratings on "Mrs. Jones' force field."	
2 Input of the "Gathering Data" Paper #5. Point out the instructions at the end of this paper--that they are to pick out a force from Mrs. Jones' force field and make up two questions to try out in their trios.	this is seen as important lead in to using the "Diagnosing Classroom Learning Environments" booklet. It involves them in thinking about the underlying issues and problems of using instruments to collect data rather than just being given a bunch of instruments about which they might not otherwise have a chance to work through their resistances.
8 Individuals read "Gathering Data" paper and make up two questions.	
5 Input describing the next trio exercise of taking turns - one person asks his two questions and the other two role play the people they would have been asked if in giving responses. Then the two who gave the role played responses push the asker to explore how useful his "data" responses really are. (e.g., Now that you found that out, do you	

DATA GATHERING SKILLS (Subset 5) (con't.)

really know anything new or helpful? Does your data really help you know about the force you were trying to understand? Can you think of better ways to ask the question or different questions that would have been better?)

45 Trios do round robin of trying out their question and helping explore what the data means and how the questions might be improved. Each person gets 15 minutes to try his questions.

Instructional Subset: 6	Instructional/Learning Objective:	Product Performance Specification:
SELECTING TOOLS FOR DATA COLLECTION Function: Trainees being presented a total of nine (9) data gathering tools will select and justify why they have selected six (6) of these tools in terms of data gathering requirements specific to their force field analysis.	I. PLANNING OBJECTIVE Given a common field force analysis provided by Mrs. Jones each trainee will select six (6) from nine (9) data gathering instruments presented in SRA series and state their criteria for justifying their selection specific to data gathering requirements for forces presented. II. TEAMWORK OBJECTIVE Given the stated principles for selecting tools for data collection and a practicum problem from Mrs. Jones the triad (in interaction) will increase their diagnostic and analysis skills in the evaluation and selection of data collection tools based on functional and performance criteria while continuing to advance their "helper" and "helpee" skills and will compare their selections with those presented by Mrs. Jones.	I. PLANNING OBJECTIVE Criteria for selection of 6 data gathering tools will be: A. Evaluate SRA functional specifications for the 9 tools. B. Correlate rating and ranking data on forces which students presented on Mrs. Jones' problem. C. Match student rating data to functional specifications from SRA. D. Select most relevant tools. II. TEAMWORK OBJECTIVE A. No recorded data. B. Correction or reinforcement by instructor.

	SELECTING TOOLS FOR DATA COLLECTION (Subset 6)	RATIONALE
10	Input on using Mrs. Jones' force field, with your rankings and ratings of it, to select the "6 tools from the booklet (Diagnosing Classroom Learning Environments is passed out here) which you and Mrs. Jones decided would be most helpful." These 6 tools are to be selected from among the 9 tools in chapters 2, 3, & 4. Each person in a trio is to read a different one of these three chapters and share his knowledge of it with the other two as they work together to pick out the 6 tools.	gives practice in the skill of using the force field to plan data gathering efforts. splitting up the reading of the chapters is the most efficient way to quickly get at the material. It also demonstrates how the trio can effectively split up tasks and use each other's resources in a teamwork way.
20	Alone time for each individual to read and familiarize himself with one of the chapters.	
30	Trios work together in selecting the 6 tools that "you and Mrs. Jones" did select.	members become involved in testing out their reasons for why to use one or another tool beyond what would have occurred if each had done this alone.
15	Small group meets--receives the list of "tools you and Mrs. Jones did select." Paper #6. Discussion of these should emphasize that this list is not meant to be a "correct" answer to what you "should have selected." It is merely what "Mrs. Jones decided on as you worked with her."	once again, watch out for the trap of being boxed into "defending" the correctness of what Mrs. Jones decided upon. The emphasis is upon the practice of having become acquainted with the tools and the thinking through of their selection.
5	Input to review where we are in the problem solving (RUPS) process and how things are going in our total work together so far. Invite	a re-emphasis that each activity is a

SELECTING TOOLS FOR DATA COLLECTION (Subset 6)	RATIONALE (con't.)
critical reactions on how things might have been done better.	step in a problem solving process.
25 Small group discussion of where we are and how things might have been done better.	a chance to clear the air, get dissatisfactions into the open so that they can become helpful inputs for deciding how best to take next steps, and get help in discovering ways to improve this total design.

Instructional Subset: 7

SPOTTING THE MAJOR RESULTS IN DATA

Function: To provide trainees an opportunity to evaluate data which has been analyzed and presented in an interpretable form; and, to use these data to derive valid interpretations regarding definition and diagnosis of forces under study.

Instructional/Learning Objective:

I. PLANNING OBJECTIVE

Trainees being given a report of major results from Mrs. Jones will evaluate performance data and be able to derive the major conclusions representing significant trends for data interpretation by evaluating numeral weighting for rating scales.

II. TEAMWORK OBJECTIVE

Given a report of major results of data gathering using a multiple choice rating scale triad member will gain experience in evaluating data and interpreting the data in relationship to the forces presented by Mrs. Jones.

Continued advancement in interaction skills as "helper" and "helpee" for data analysis process through comparison with Mrs. Jones' report of major results of data gathered.

Product Performance Specification:

I. PLANNING OBJECTIVE

The criteria for data evaluation and interpretation are:

A. Numerical frequency counts for.

B. Rating based on forced choice (multiple selector).

(No recorded measurement required).

II. TEAMWORK OBJECTIVE

No recorded measurement required.

SPOTTING THE MAJOR RESULTS IN DATA (Subset 7)

		RATIONALE
5	Input of the results which Mrs. Jones got when she used the tools in her classroom. Be sure they understand how the data sheets work in terms of which numbers stand for the number of responses to each possible answer on each question.	ar. opportunity to practice the skill of spotting results in data. We have frequently found that people were excited about giving the questionnaires, but when they got the results back were lost in trying to figure out "what all these numbers mean." With a little help they get the hang of it and become excited again.
10	Individuals look at the summaries of results to begin spotting the major results in preparation for working on it together in trios.	
45	Trios work together on picking out all of the major results they can identify.	more comes out of the trios than would have from each alone. This also gives those who have "caught on" a chance to help those who are struggling.
10	Small group meets to get "major results that you and Mrs. Jones spotted." Discuss these and reassure again that the handout sheet, "Major Results of Mrs. Jones' Data," doesn't represent an exclusively "correct" answer.	

Instructional Subset: 8

ANCHORED TRAINER RATINGS

Function: Provided a practicum application of data analysis by rating (numerically) a set of behavioral dimensions describing oneself, each trainee will be given practice in a data gathering process which is applied, 1) directly to increase the effectiveness of the role specifications of the "helper" and "helpee" definition, 2) provide for increased efficiency of interaction among team members, and 3) provide for purposive insight of an individual concerning his behavioral characteristics as perceived by self and interpretation by other team members.

Instructional/Learning Objective:

I. TEAMWORK OBJECTIVE

Given a multi-dimensional rating scale defining critical analysis and team-interaction behaviors, each individual rates himself according to self-perceived criteria.

Commitments made by an individual will be analyzed, criticized and responded to by fellow members thus providing for more objective criteria for understanding self in the "helper" and/or "helpee" role.

Product Performance Specification:

I. TEAMWORK OBJECTIVE

A. No recorded performance measurement required.

B. No recorded performance measurement required.

	ANCHORED TRAINER RATINGS (Subset 8)	RATIONALE
3	Input of receiving the "Guide for Anchored Trainer Ratings and the ATR Form" with the explanation that each individual is to rate himself on each of these scales during the workshop so far. State that these are to be shared in the trios.	
10	Individuals rate themselves.	
30	Trios share and discuss how they rated themselves on the ATR scales.	

	THE CONCEPT OF FEEDBACK (Subset 9)	RATIONALE
20	Input of "The Joe-Harry Window and the Concept of Feedback" paper, and "Guidelines for Giving Feedback" - readiness of receiver - descriptive not interpretative - on things that are recent - at appropriate times - things that are news - things that can be changed - doesn't demand a change - is not an overload - is given to be helpful - shares something of the giver "Guideline for Receiving Feedback" - share your reactions to the feedback you have received.	enough helpfulness and trust will have been experienced in the relationships by this time for an experience in exchange of feedback to be both feasible and profitable. It will possibly start off slowly, but build in intensity and meaningfulness as the observer inputs help people to improve their skills at giving the feedback--especially as they become more descriptive and share more of themselves in the giving.
5	Input of instructions on writing down things you know, but haven't yet shared, about each of the other two members of your trio. These should be things you have seen or reactions you have had during the past two days that you have been working together. (both positive and negative)	this gives a little chance for reflection before having to get into the activity.
10	Individuals write down feedback for each of the other two members of their trio. Be clear that these are to be shared, therefore only write things that you want to share.	

	THE CONCEPT OF FEEDBACK (Subset 9) (con't.)	RATIONALE
80	Trios do a double round robin of giving and receiving feedback. Each time--one person gives to one other while the third observes. Five minutes of interaction is followed by five minutes of receiving and discussing the observer's report. Then change roles and repeat until each person has given to and also received from each other person. Distribute Guide 1C.	the observer inputs are especially important here. These repeatedly raise the awareness of the specific behaviors that comprise the skills of giving and receiving feedback. This "feedback on the feedback" is the factor that should mean an increase in skills during the course of the activity versus simply repetition of the same behaviors from beginning to end.
	Observer inputs: - watch the giver--is he clear, descriptive, sharing any of his feelings, helping receiver understand. - watch the receiver--is he sharing his reactions with the giver, his feelings helping the giver illustrate and clarify? - watch both--what things does either one do and/or say that result in the other becoming more open and involved.	
5	Small group review the problem solving model again e.g., the "Knowledge Utilization Model for Educational Change" paper. Staff point out how the model works again and review the steps we have gone through thus far in working on Mrs. Jones' problem.	review of the model to again help work toward getting a clear picture in their minds of the steps in the problem solving process and the continuity of their activities during this week.
		looking toward possible applications back home should result in some real enthusiasm at this stage assuming that most people will be clear now on a number of skills they will be taking home with them. Raising this too early in the design would probably only yield frustration based in early confusions and interpersonal barriers.

Instructional Subset: 10

DERIVING IMPLICATIONS AND ACTION ALTERNATIVES

Function: Confront trainees with major results of Mrs. Jones' findings and a paper discussing two (2) types of implications relating to stated research findings and how an implication is derived and stated defined as an ACTION implication alternative.

Instructional/Learning Objective:

I. PLANNING OBJECTIVE

Given major results of Mrs. Jones' findings concerning her research trainee teams will be able to discriminate between two types of research questions according to specific criteria.

1. What - implications question
2. How - action alternatives questions.

II. TEAMWORK OBJECTIVE

Given the situation where a single triad is observed by another triad as the first triad discusses forms and implications of research questions about observations will be made concerning the effectiveness and efficiency of applied "helper/helpee" interactions as related to "saying and listening" communications. Feedback is practiced between the two triads as provided by the observing members.

Product Performance Specification:

I. PLANNING OBJECTIVE

A. What implication criteria. Specification defining "what" goals (products) you desire to achieve.

B. How action alternatives. Specification criteria relating to the method or process to be employed in resolving the what (product) implication questions.

II. TEAMWORK OBJECTIVE

A. No recorded measurement required.

B. Instructor acts as timekeeper and referee.

C. No response measurement required.

Instructional/Learning Objective: (Subset 10)

II. TEAMWORK OBJECTIVE (con't.)

Observation will be made concerning additional data that can be derived from research finding.

Given a structured brainstorming strategy by the instructor and a directive, the participating triad group will proceed to generate as many action alternatives as possible within specified time limits.

Provision is made after the completion of the brainstorming session to critique that prepared by Mrs. Jones.

	DERIVING IMPLICATIONS AND ACTION ALTERNATIVES FROM RESEARCH FINDINGS (Subset 10)	RATIONALE
5	Individuals look again at the "Major Results from Mrs. Jones' Data" paper.	need a refresher of the results to get started.
5	Individuals read the "Deriving Action Implications and Alternatives from a Research Finding" paper.	
5	Small group holds a staff led discussion to clarify the idea of deriving an implication from research and differentiate it from the next step of considering action alternatives.	you will undoubtedly need to clarify this task of deriving implications. It is one of the most important unrecognized missing gaps in utilizing research.
5	Trios receive instructions on the next activity of observing each other work at deriving implications. One trio derives implications in the center while the second trio sits in the outer circle observing. Center trio works for ten minutes and then observing trio gives feedback. Then trio that was observing moves into the center. Trio that was observed moves out and becomes observer. Observers give feedback, discuss for ten minutes. Observing trio watches for listening skills, saying skills, and interaction at the feeling level.	this task is not really difficult once you get the hang of it. The inter-trio observation maximizes the number of people who can work through an understanding of this rapidly. This also continues building the norm of being aware and helping on process issues while doing the task.
40	Trios carry out the implication deriving, observation and feedback exercise.	
5	Individuals receive and read the implications that "you and Mrs. Jones" did derive from the major results.	

DERIVING IMPLICATIONS AND ACTION ALTERNATIVES FROM RESEARCH FINDINGS (Subset 10) (con't.)	RATIONALE
5 Small group discusses these implications.	an opportunity to re-emphasize that the implication statements represent the new, more specific goals for change.

Instructional Subset: II

PLANNING FOR ACTION

Function: Given action alternatives selected by Mrs. Jones to "try out" and being given a paper outlining five (5) resources in planning the trainees will gain skills in evaluating action alternatives leading to the use of criteria for establishing a decision process for (a) forming plans of action, and (b) sequencing of events in planning implementations, etc.

Instructional/Learning Objective:

I. PLANNING OBJECTIVE

Given a structured lecture following the reading of a paper outlining five (5) resources for planning and having in hand a statement of action alternatives established by Mrs. Jones, each triad will be able to:

A. Decide on the first action step for the implementation of an action program based on appropriate discussion criteria in 5 resources

1. Force field diagnosis
2. Management considerations
   a. awareness of client need
   b. awareness of own motives
   c. awareness of role and function
   d. function of the client in the program
   e. sensing of change and

Product Performance Specification:

I. PLANNING OBJECTIVE

A. Force field diagnosis (See subset 3)

B. Management criteria

1. awareness of client need
2. awareness of own motives
3. awareness of role and function
4. function of the client in the program
5. sensing of change and evaluation of performance achievement
6. if change occurs, what support requirements for continuation.

C. Helping Relationships

Who

1. support function can be
2. idea creator found

(Subset 11) Instructional/Learning Objective:

I. PLANNING OBJECTIVE (con't.)

A. 2. f. if change occurs what support requirements for continuation

3. Helping Relationships

4. Scientific Knowledge

5. Self-initiative Skills

II. TEAMWORK OBJECTIVE

Given a reference paper defining organizational and community conditions to be read after completion of a directed force field analysis on "taking the first action" step, each trainee will modify the preliminary force field model using additional data (where applicable).

Product Performance Specification:

I. PLANNING OBJECTIVE (con't.)

C. 3. analyst/quality, assessment provide
4. encouragement
5. evaluation/effectiveness of design and performance
6. management implementator

D. Scientific Research

Data base for further action plans.

E. Self-Initiation

1. analysis of forces to self
2. solution to constraint derived

II. TEAMWORK OBJECTIVE

No recorded measurement required.

	PLANNING FOR ACTION (Subset 11)	RATIONALE
10	Input of receiving the "Five Resources in Planning and Taking Action" paper which individuals read.	this problem solving phase of planning for action is especially important. There is much evidence that problem solving often stops at the point of figuring out what an action program should be. There is often a big gap between having a good plan on paper and taking effective steps for putting the plan into action. Using the "Five Kinds of Resources" can make the difference in carrying out an action effort successfully.
20	Trios think up and consider the first step which Mrs. Jones might take in starting her action program. In doing this, they use her statement of the "Action Alternatives she decided to try out" and the "Questions to think about" and the "Five resources" paper. Point out that she already took a first action step when she had her children answer the questionnaires while she was in the diagnostic phase of the problem solving.	
5	Individuals pick out the first step that they think Mrs. Jones should take. Each does a force field on the forces for and against taking this first step.	this collection of research findings speaks to issues that are critical in influencing the extent to which teachers innovate in their classrooms.
10	Before doing this force field, individuals read "organizational and Community Conditions Which Influence the Learning Experiences of Children" to get some new ideas from research findings which might be important to include in the force field.	
10	Individuals do a force field on Mrs. Jones taking her first step.	this technique of using the force field of one's own initiative can make the difference between letting an improvement effort get side tracked or die on the vine as as compared to following

PLANNING FOR ACTION (Subset 11) (con't.)

20 Small group: In the second week the small groups could use this time to consider forces for and against conducting innovations and improvements efforts using the problem-solving techniques in their back home setting.

35 Individuals share in their trios their force field and discuss.

RATIONALE (con't.)

through all the way. It represents a miniature application of problem solving.

at this stage of the design we are beginning to work on problem solving-action taking plans that the teachers might really try out. This should help people to begin to see more clearly than ever the potential value of the work they have been doing.

Instructional Subset: 12	Instructional/Learning Objective:	Product Performance Specification:
SMALL GROUP DYNAMICS Functions: To provide all members an opportunity to evaluate group growth as related to such dimensions as: A. Feelings B. Membership C. Influence Level D. Productivity as an effective operating planning team for future application.	I. SYNTHESIS OBJECTIVE Given a rating scale to be completed by each individual defining the growth of the group all forms will be processed in order to provide a group profile defining the attitudes of the group to be used as a group discussion concerning group growth dimensions.	I. SYNTHESIS OBJECTIVE No recorded measurement required.

SMALL GROUP DYNAMICS (Subset 12)

10 Small group of 9 discusses progress up to this point.

5 Input of "Five Dimensions of Group Growth" paper.

5 Individuals fill out the scales on their experience as members of the small group.

30 Small group: staff person asks for member's response to each scale and tallies them on a newsprint sheet or blackboard as they are given. Then all discuss implications of the tallies and how things have operated during the small group meeting times.

5 Input of reviewing the Problem Solving Model again, remind group of the series of activities up to now and point out how they fit in the model. Note that the model applies to problems in faculties, association, etc. as well as problem solving in the classroom.

25 Trios share with each other ideas about real back home problems that they might want to start working on using the problem solving process.

RATIONALE

teamwork activities have focused on the trios up to now. This input switches the focus to dynamics of small groups. While these dynamics are also applicable to the trio, this gives a broader perspective to the applicability of kinds of teamwork skills building we have been engaged in.

looking at these tallies together gives an opportunity to explore together the actual dynamics of the small group which have been occurring. The scaling is the impetus for taking this look. The important thing is not the validity of the responses, but rather the discussion of these dynamics.

another reinforcement of fact that we have been going through a series of logically interrelated steps of the model. As people begin to recognize these steps they will be able to apply them to thinking about real back home problem solving. As the model becomes clear, its applicability to many kinds of problems can be seen.

RATIONALE (Subset 12) (con't.)

beginning to think about using the model on real back home problems should increase the probability that people will really remember and use it. Some real enthusiasm and renewed interest should show itself here.

Instructional Subset: 13

PLANNING FOR ACTION PRACTICUM

Function: To provide trainees the opportunity to apply those knowledges and skills learned as related to:

A. Planning, and
B. Teamwork Skills

in order to complete a force field analysis of requirements for action plans in order to implement the Atascadero large group training program with the existing trainees in the role as instructor.

Instructional/Learning Objective:

I. SYNTHESIS OBJECTIVE

Given the task to design a force field model specific to forthcoming system training requirements with the present trainees acting as the instructors commencing on March 21, 1968, the trainees will be able to:

A. State the problem
B. Complete field force analysis
C. Derive action alternatives
D. Specify planning for action

II. TEAMWORK SYNTHESIS OBJECTIVE

Given a set of performance objectives, functions, product requirements, instructional process steps and materials for each of thirteen (13) instructional subsets in conjunction with taped diagnostic indices and procedural directives by Rene Rino the seven (7) triads will be able to diagnose needs, and prepare for instruction with 101% confidence.

Product Performance Specification:

FORCE FIELD SYSTEM DESIGN SPECIFICATION

1. See Subset 1
2. See Subset 3
3. See Subset 10
4. See Subset 11

	PLANNING FOR BACK HOME (Subset 13)	RATIONALE
5	Input on the fact that as you go through the problem solving model it is a circular affair. You may find yourself backing up and reworking earlier steps as new data and ideas are generated. Also, point out that evaluation of Mrs. Jones' problem is a matter of repeatedly gathering data to rediagnose what the situation is at any given time. As new data is compared with earlier data, and newly drawn up force fields are compared with earlier ones, the evaluation is accomplished as an ongoing part of the process.	people tend to think of problem solving as a 1, 2, 3 step type of thing rather than a back up, go forward, back up, go forward process which it usually needs to be. evaluation is generally thought of as something to do at the end or off in the corner rather than the more functional idea that it is best when it is an integral, ongoing part of the process.
25	Trio members divide up the chapters in "Diagnosing Classroom Learning Environment" which have not yet been read. One reads chapters 5 and 6, one reads 7 and 8, and the third reads 9 and 10. Read them in a rapid skimming manner and discuss with each other what is in them.	this provides an opportunity to go back and familiarize oneself with the rest of these tools. It should help broaden people's perspective of the kinds of problems which they might tackle during the coming year.
5	Input on considering the kinds of data one can get using the tools in the booklet as a lead into working again on kinds of back home classroom problem solving each might really undertake during the coming year.	planning for application back home is critical to supporting people becoming aware of the real payoff of this training.
45	Trios help each other work on real back home problems they want to tackle. Begin to apply the steps of the problem solving process. Think of the activities we have	

	PLANNING FOR BACK HOME (Subset 13) (con't.)	RATIONALE
	been going through this week and identifying the steps you will need to take.	
25	Small groups discuss ideas for introducing problem solving and team-building training activities back home.	these skills will need to be made available to teachers on a mass dissemination basis in order to have a meaningful impact on education. They represent an increased professionalization of the teacher role.
15	Individuals fill out the questionnaire on their reactions to the workshop.	